

Elementary Literacy Leadership Group

November 6, 2013

- ☐ What this meeting is NOT:
 - Not a meeting to prove that Reading Workshop and other programs do not
 - Not an organized planning meeting to convince others (teachers, parents, etc.) we should do Reading Workshop
 - Not a meeting to facilitate Daphne's agenda

- ☐ What is most important?
 - Teamwork
 - An essential need to focus on academics by way of research-based best strategies.
 - Students are coming to middle and high school unable to read. Currently, several students at the high school are reading on first and third grade levels.
 - Districts in our area with similar demographics are out-scoring us on the state assessment.
 - Transition to PA Core Standards is needed now regardless of the approach. Our students will be assessed on these standards in less than two years.

- ☐ Decisions to make & non-negotiables*
 - Teaching to PA Core Standards (July 1, 2013)*
 - Response to Instruction & Intervention (RtII)*
 - Reading Workshop
 - Words Their Way/Spelling/Vocabulary
 - Report cards

- ☐ What do we know?
 - About what research says about high quality reading instruction...
 - Students need to spend 70% of their time reading books they can read and 30% of their time reading on grade level text.
 - Students need to read a lot of different books at their level
 - Students who read at their level will increase levels faster than if they were reading at level(s) above their ability
 - Students who read just 20 minutes per night reading at home are better readers and benefit significantly later in life
 - Round robin reading does not work
 - Parent involvement is important
 - Students need explicit and direct instruction in skills. This can be acquired through guided reading.
 - Students can acquire skills through critical reading activities
 - About what we need here at Midd-West specifically for our students...
 - Students are choosing to read at home
 - The amount of reading per week has increased significantly
 - Students are proud that they are reading
 - Students' enthusiasm for reading is great this year

- Students' frustrations are minimal because students are actually reading books they can read. 100% of instructional grade level text was creating students who were frustrated with reading and who hated reading.
- 50% of our instruction needs to be non-fiction
- About what is working and what is not working...
 - No one wants to go back to the basal
 - We need a sequence of skills and strategies for each grade level in the form of a scope and sequence
 - We need to know how to get students to grade level if they are behind
 - The way we have taught reading before has not taught kids how to do the higher level thinking
 - Teachers like the workshop format, they have seen their students have grown in reading
 - Teachers on sabbatical have made a huge difference
- ☐ What do we need?
 - More instruction on how to tackle vocabulary
 - A structure/progression of the standards across grade levels so we make sure we are hitting all standards by the end of the grade level
 - A way to expose students to grade-level text
 - A list of read-alouds
 - A sequence of skills and strategies for each grade level in the form of a scope and sequence
 - Assessments
 - Parent/training and information
 - Prompt writing practice
- ☐ Who is involved?
- ☐ When do we need it?
- ☐ How much time will it take?
- ☐ Build a plan

